Mathematics Discipline Meeting  
Wednesday, August 19, 2015  
Minutes

Present: Clayton Akatsuka, Jean Okumura, Navtej (Johnny) Singh, Jody Storm, Weiling Landers  
The meeting was called to order at 9:05 am in the Mana’o Conference Room 107.

1. Course Evaluations

   o MAT 102 from Community College of Allegheny County (1994-95)
     - Not equivalent to any math course at WCC
     - Does not meet Graduation Requirement and does not meet FS.
     - Next course – Take the math placement test

   o ID 1050 from University of Colorado
     - Equivalent to Math 100
     - Meets Graduation Requirement and FS.
     - Next course – Take the math placement test

   o MTH 208 from University of Phoenix
     - Equivalent to Math 24
     - Does not meet Graduation Requirement and does not meet FS.
     - Next course – Math 25, 28, or 26, or take math placement test

   o Math 215 from University of Hawaii Manoa
     - No equivalence
     - Meets Graduation Requirement and FS.
     - Next course – Math 205 or obtain instructor consent to take Math 206

2. Student Success Council Task Force

   o Clayton attended 4 days of meetings during the summer.
     - The general directive is that if a student is one level below college level, then that student must be able to complete the college level course in one semester. If the student is two levels below college level, then that student must be able to complete the college level course in one semester.
     - The two models proposed are the linear model and the co-requisite model.
     - Colleges could use their existing classes to meet this general directive using the linear or co-requisite model.

   o Weiling attended the first day (Aug 10) and Johnny attended the second day (Aug 11) of meetings. Jean attend the summary at the end.
     - At the Aug 11 meeting, it was agreed that for the linear model, the non-STEM student who doesn’t directly place into Math 100, 101, 111, or 115 would take Math
If the student completes Math 75 with a C or better grade then s/he would go to Math 100, 101, 111, or 115. There would be no prerequisite for Math 75. On Aug. 20, the content of Math 75 would be decided.

- For the co-requisite model for non-STEM students who don’t directly place into Math 100, 101, 111, or 115, students would take Math 78 (1 cr) together with the Math 100, 101, 111, or 115 class as a co-requisite course.

- For the STEM student who doesn’t place directly into Math 103, the linear model would have students take Math 82 (4 cr) or Math 82 (4 cr) plus Math 82L (1 cr) or Math 82X (5 cr). Students must place into Math 82 or 82X. If the student completes Math 82 or 82 plus 82L or 82X with a C or better grade then s/he would go to Math 103.

- For the co-requisite model, the STEM student who doesn’t place directly into Math 103 would take Math 88(2 cr) as a co-requisite with Math 103. Math 88 would have a higher placement cutoff than Math 82.

- In these models, the student would complete his/her college math course within one year.

- If the student switches from non-STEM to STEM, then s/he might not finish a college level math course in one year.

- From Math 75, students may also go to Math 82.

- From Math 82, 82 plus 82L, or 82X, student may also take Math 100, 101, 111, or 115.

- The mode of instruction for these classes is up to the campus.

- It was suggested that at WCC, we might want to go with the linear model using Math 75 and Math 82X first and then decide later if we want to also provide the co-requisite model.

- Jody and Clayton will attend the meeting on Aug. 20.

- The pilot done at Tennessee regarding these models required student to attend a Summer Math Boot Camp. This pilot has been mentioned as showing good completion statistics.

- For students who place one level below college level math, John Morton wants 75% to complete their college level math class.

- For student who place two levels below college level math, John Morton wants 70% to complete their college level math class.

- What happens if lots of students can’t pass Math 75? It is necessary to evaluate this model after one year.

- Clayton & Jody need to bring up the following items at the Aug. 20 meeting:
  - The model needs to be evaluated after one year.
At the beginning of Math 75, there needs to be a quick review of basic operations and that test would be a non-calculator test. After that test, students may use a basic scientific calculator.

Scientific calculator use for Math 82 is fine.

What are the topics to be covered in Math 82, 75, 88, and 78?

An arrow from Math 82 to Math 100, 101, 111, 115 needs to be inserted in the pathways diagram.

There needs to be some basic geometry in Math 75 (area, perimeter, volume).

We need to have a WCC math representative on the placement test subcommittee. They are looking at EdReady and Smart Measure (where cognitive and non-cognitive skills can be assessed).

According to Weiling, the decision on what placement test to use must be made by Oct 23 to become effective for fall 2016.

An alternative way to place into Math 100, 101, 111, or 115 is if the student has a high school GPA of 2.6, a C grade or better in Algebra II, and took math in the senior year of high school.

Another alternative way to place into Math 100, 101, 111, or 115 is if the student has an ACT score of 22 or higher or an SAT score of 510 or higher.

3. The meeting was adjourned at 11:00 am. (Minutes by J. Okumura)